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ABSTRACT

The needs assessment of adult basic education (ABE) in Minnesota touched on both the need for classes for ABE students and the need for training for ABE staff. Chapter 1 provides a summary of recommendations; chapter 2 gives a statement of the problem; and chapter 3 discusses the design, implementation and results of the needs assessment. The remaining 40 pages of the document consist of appendixes, including letters sent with questionnaires, copies of questionnaires themselves, and detailed discussion of questionnaire responses. (NH)

ED 097458

ABE STAFF DEVELOPMENT NEEDS ASSESSMENT IN MINNESOTA:

A REPORT

July 1973

Conducted by

Mankato State College

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Foreword

One of the recent events in the history of adult education in Minnesota which may prove to be an important milestone is the participation of the state along with five other states in a U.S.O.E., Region V, comprehensive staff development program.

Funded through a Federal Grant under the Adult Education Act of 1966, representatives of state departments of education in six states and the U.S.O.E. Regional Program Officer planned and implemented a series of activities which are to result in a delivery system for upgrading the capabilities of ABE staff in the six states of the region.

This three-year effort started a year ago. A Minnesota planning committee decided at that time that there should be a state-wide assessment of the needs of staff participating in adult education administration and instruction.

This publication has been compiled from data received from administrators, teachers, counselors, paraprofessionals and representatives of institutions of higher learning. It is an attempt to determine needs of staff in carrying out their tasks.

The ultimate purpose is to help Minnesota adults increase their reading, mathematical and general capabilities so that they can become better able to meet their adult responsibilities.

The report was prepared by Dr. Antusa S. Bryant, Mankato State College, assisted by Ralph Kudela, Lyle McFarling, and Dr. Beatrice Moosally.

Sherwood W. Clasen, Coordinator
Adult Basic Education
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Acknowledgements

The needs assessment committee wishes to thank all of the ABE administrators who gave helpful suggestions in the preparation of the instruments used in the survey. The committee acknowledges the participation of all the questionnaire respondents. Without their cooperation this report would not be possible. Finally, the committee wishes to extend gratitude to Mr. S.W. Clasen and Ms. Barbara Matczynski for reviewing the final manuscript of this report.

The Needs Assessment Committee

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CHAPTER I

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SUMMARY OF MAJOR RECOMMENDATIONS

This introductory chapter provides a summary of the recommendations regarding adult basic education (ABE) in Minnesota as revealed in a needs assessment. The purpose of the survey was to pinpoint need for classes for ABE students and for training of ABE staff.

The recommendations fall into two categories. The first includes refinements which could and should be made in a repetition of the assessment procedure itself. The second category includes recommendations which are a result of the use of the present instruments.

There would be an advantage in doing a second needs assessment, incorporating the following suggestions:

1. Utilize more items which would be common to all questionnaires.
2. Clarify the directions in some of the items.
3. Develop a less cumbersome instrument, the results of which could be computerized.
4. Continue the use of free comments in addition to more rigorously controlled items.
5. Make attempts to get a higher rate of return on questionnaires, especially from those who are already involved in ABE programs.
6. Conduct site visitations of existing ABE programs. Interview ABE directors and other personnel for additional information.

Even with the use of these initial questionnaires there were some findings that seem to indicate direction in ABE. The following are the findings:

1. ABE programs are needed in many communities with no such service now.
2. Training programs for staff are necessary. Such training should be of a highly practical nature, including college credit for pre-service and in-service training. College personnel should be involved in the training but in cooperation with local personnel.

CHAPTER II

STATEMENT OF THE PROBLEM

On November 3, 1966, Public Law 89-750, entitled "Elementary and Secondary Education Amendments of 1966" was enacted into law. Title III of P.L. 89-750, cited as the "Adult Education Act of 1966," made adult basic education programs a part of the Elementary and Secondary Education Act with the Office of Education being responsible for their administration.

Title III of P.L. 89-750 was amended in 1967, 1968, 1970, 1972 and 1973. Of interest here is the amendment of 1970, P.L. 91-230. Section 309 (C) of this law authorized the Commissioner of Education "... to make provision for training persons engaged, or preparing to engage, as personnel in adult education programs designed to carry out the purposes of this title, including the payment of such stipends and allowances (including traveling and subsistence expenses, if any, for such persons and their dependents) as the Commissioner may determine by regulation. The Commissioner may provide such training directly or by contract or he may provide for such training by making grants to institutions of higher education, state or local educational agencies, or other appropriate public or private agencies or organizations."

School Management Institute, Inc., a private non-profit agency based in Worthington, Ohio, received a three-year grant for ABE staff development in U.S.O.E. Region V, starting in FY 1973 under Section 309 (C), Title III, P.L. 91-230. The first year goals of the three-year project follow:

A. Professional development for Adult Basic Education staff personnel at all levels: State Education Agency Staff; Paraprofessional; Career Education; Major Cities; also, Higher Education Course offerings in Adult Basic Education would be developed.

B. Open lines of communication at all levels: Regional Planning Sessions; Monthly Publication; Compilation of Regional Resource Strengths; Continuous Needs Assessment; Field Testing Results.

It is in connection with one of the components (needs assessment) of Goal B that Mankato State College, through the efforts of a committee of four individuals, conducted an ABE staff development needs assessment project for the State of Minnesota. The objectives were:

1. To devise appropriate needs assessment instruments
2. To discover what kinds of pre-service and in-service programs might be developed for ABE staff in Minnesota.

CHAPTER III

THE NEEDS ASSESSMENT: DESIGN, IMPLEMENTATION AND RESULTS

A preliminary needs assessment of Adult Basic Education in the State of Minnesota was carried out during the winter quarter of 1973. Prior to that time a committee composed of three Mankato State College faculty members and one ABE administrator had developed the appropriate instruments, consisting of four questionnaires. The four separate questionnaires with corresponding letters were sent to the following four separate groups of people:

1. Superintendents of independent school districts in the state
2. Administrators of existing ABE programs in the state
3. Non-administrative personnel in the existing ABE programs in the state
4. Appropriate personnel in the institutions of higher learning in Minnesota.

Copies of the letters and questionnaires may be found in Appendices A and B respectively.

This report deals separately with the data from each of the four questionnaires. Detailed summaries of the results of the questionnaires are found in Appendix C I-IV. Following the discussion of the questionnaires, several conclusions are reported.

RESULTS FROM SUPERINTENDENT'S QUESTIONNAIRE

The first set of data to be discussed is that obtained from the Superintendent's Questionnaire. Out of 441 questionnaries mailed, 335 were returned which is a 76% return. (See Appendix C-I.) Of greatest interest is the indication that the superintendents (59.7%) felt that there would be a large number of people who

could benefit from an ABE program. There is additional evidence for this according to the 1970 Census data. (See Appendix D.) The figures shown include only those of age 25 and over who had completed fewer than eight grades of school. The numbers would be considerably larger if those in the 16 to 25 year-old bracket were included. In spite of the need, many superintendents (62.4%) reported a lack of expressed interest by staff members in initiating such a program. A large number (61.8%) reported that members of their staff had neither training nor experience in ABE. There is evidence of considerable uncertainty regarding support for an ABE program: 55.5% felt uncertain about community support; 43% were uncertain about Board of Education support; while 37.6% expressed uncertainty about staff support. More than one-third (36.1%) of the superintendents responding reported that they would consider establishing an ABE program, while 43.9% were not sure about establishing such a program. Only 8.7% said they would not consider establishing an ABE program.

RESULTS FROM ABE ADMINISTRATOR'S QUESTIONNAIRES

The second set of results to be dealt with were obtained from the ABE administrators' questionnaires. There was a total of 18 responses from 36 questionnaires mailed out, a 50% return. Most programs have been in existence five years or less and most are enrolling 50 or fewer students. Two out of three administrators indicated that the Master of Arts degree was the highest degree held. None reported working more than seven years as an ABE staff member.

There was strong agreement regarding community support, Board of Education support, and staff support. (See Appendix C-II.) Only 22.2% of

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the respondents indicated a need for more professional staff but 83.3% reported a need for more staff development. Needs and suggestions regarding the staff development may be discerned in Appendix C-II also. In-service training was seen as necessary by 83.3% of the reporting administrators. Local training of ABE staff was recommended by 66.7% while training by institutions of higher learning was recommended by 61.1%. In greatest favor, recommended by 94.4%, was the cooperation between local personnel and institutions of higher learning in the training of ABE personnel. This cooperation was recommended for both pre-service and in-service training. More specifically, regarding training, 77.8% thought college credit should be given for on-the-job experience. There was little support among the administrators for certification of ABE staff members, as only 22.2% indicated this as favorable.

The administrators were also asked to rate a list of competencies, the results of which are found in Appendix C-II. The highest rated competency was recruitment techniques. The second highest ratings were given to the teaching of reading to adults and retention techniques. The competency rated least important was the use of teacher-made tests

RETURNS FROM QUESTIONNAIRES FOR ABE NON-ADMINISTRATIVE STAFF MEMBERS

A total of 139 questionnaires was returned by the third group, the non-administrative ABE staff. These questionnaires were mailed with the questionnaires for administrators. The administrators were requested to distribute the questionnaires to their respective staff members. As mentioned earlier in this report, only a 50% return on administrators' questionnaires was received. It is conceivable that the percentage of returns for non-administrative personnel is similarly limited because they may not have been encouraged by their supervisors to return them. The exact number of non-administrative personnel in ABE employed in the state is not known at this time. Most of the returns were from teachers and/or staff members with a Bachelor of Science degree. Only five respondents indicated having more than seven years of experience working in ABE. Only about one-half of the respondents indicated having had in-service training (51.15%) specifically related to ABE.

Needs and recommendations for training and certification of ABE staff members are presented in Appendix C-III. In-service training was seen as necessary by 82.7%. Local in-service training was recommended by 85.6% and training by institutions of higher learning by 61.2%. Co-operation in pre-service and in-service training by local personnel and institutions of higher learning was indicated as desirable by 92.8%. College credit for in-service training was favored by 84.9% while 61.2% would like college credit for on-the-job experience. Sixty percent of the respondents thought all ABE staff members should be certificated, while 37.4% indicated that certification was unnecessary.

The non-administrative ABE staff members were also asked to rate the list of teacher competencies, the results of which appear in Appendix C-III. The greatest importance was attached to the teaching of reading to adults, retention techniques, teaching techniques and communication skills. The competency regarded as least important was the use of teacher-made tests.

RESULTS OF QUESTIONNAIRES RECEIVED FROM INSTITUTIONS OF HIGHER LEARNING

The last of the four groups to whom questionnaires were sent included the institutions of higher learning. This questionnaire consisted of two separate parts: one set of items completed by appropriate personnel in institutions which had no ABE program, and a second set of items completed by appropriate personnel in institutions which offered training in ABE. A total of 86 questionnaires were sent as follows:

TABLE I

NUMBERS OF QUESTIONNAIRES SENT TO AND RETURNED FROM INSTITUTIONS OF HIGHER LEARNING

Institution	Number Sent	Number Returned
Junior Colleges, State and Private	23	
Vocational-Technical Schools	33	
Total	56	39
State Colleges, U. of Minn. and branches	11	
Private Colleges	19	
Total	30	18
Total Sent	86	Total Returned 57

A total of 57 questionnaires was returned for a 66% return. In considering the responses from the 51 institutions which offered no ABE training (See Appendix C-IV.) there is a notable lack of student inquiry (reported by 78.4%) or staff inquiry (reported by 70.6%). Most (88.2%) of these institutions have no master's degree program in education. It is encouraging to note that 60.8% of the respondents indicated administrative encouragement of an ABE training program

if interest were shown. A training program in cooperation with other institutions of higher learning was favored by 45.1%.

Only six of the responding institutions of higher learning offerd some ABE training but none offered a degree program or concentration in ABE. The percentages, therefore, must be interpreted with caution, However, there was total agreement on the need for cooperation between institutions of higher learning and local personnel in pre-service and in-service training of ABE staff. There was also total agreement on granting college credit for in-service training. Cooperation among institutions of higher learning in the training of ABE staff personnel was favored by 83.3% of these institutions.

Another limitation especially evident in the results of this questionnaire is that the views might not represent the goals of the institutions but merely those of the individual who completed the questionnaire.

DISCUSSION

In considering the entire needs assessment, it is necessary to look across questionnaires in comparing and contrasting.

First of all, it is important to emphasize the rates of return for the questionnaire. Table II shows that the administrators of existing ABE programs responded at a rate of 50% compared with the higher rates of return for superintendents (76%) and institutions of higher learning (66%). One cannot help but wonder about this difference especially when it seems that local ABE administrators should have the greatest vested interest in the future of ABE programs. As was indicated earlier in the report, the return of the non-administrative staff members may be related to the rate of return of the administrative questionnaires. This combination of returns is an important factor in considering any implications.

TABLE II

NUMBERS OF QUESTIONNAIRES SENT AND RECEIVED

QUESTIONNAIRE	NUMBER SENT	NUMBER RETURNED	% RETURNED
Superintendent	441	335	76
Administrators	36	18	50
Non-Administrative Staff	?	139	?
Institutions of Higher Learning	86	57	66

With this limitation, some comparisons may be suggested between administrative and non-administrative questionnaire results on common items. There was a very high level of agreement on the need for and means of staff development. However, there was a real difference in the opinion on the need for certification with only 22.2% of the administrators favoring it, while 60% of the non-administrative staff were infavor of certification. It is interesting to note that in the questionnaire for institutions of higher learning which offered ABE training, only one out of the six respondents favored certification of ABE staff.

Both of the groups already involved in ABE were asked to rate a list of competencies. It is perhaps not surprising that the administrators rated recruitment techniques highest in importance. The development of retention techniques and teaching reading to adults were highly rated by both groups. It is very interesting to note that in the group of competencies which might be labeled "human relations," the non-administrative staff consistently shows an edge over the administrative staff in the percentage of rating at a "5" level. (See Table III.) However, when the "4" and "5" ratings are considered together, there is little difference. In general, there seemed to be a great amount of agreement in rating competencies.

TABLE III

RATINGS OF "HUMAN RELATIONS" COMPETENCIES BY ADMINISTRATIVE AND NON-ADMINISTRATIVE ABE STAFF

	Ratings by Administrative Staff		Ratings by Non-Administrative Staff	
COMPETENCY	Percent Rating "5"	Percent Rating "4"	Percent Rating "5"	Percent Rating "4"
Greater understanding of life styles	22.2	38.9	35.3	28.8
Effective counseling techniques	16.7	44.4	39.6	31.7
Interpersonal dynamics	16.7	44.4	34.5	38.1
Group dynamics	22.2	27.8	24.5	34.5
Interviewing techniques	16.7	38.9	23.7	33.1
Communication skills	38.9	38.9	43.9	41.0

A serious limitation of any questionnaire may be the fact that ultimately only one person completes it. When using items written for an individual response, there may be a minimal problem. However, when asking such a question as "Do you feel you have community support for your program?" there is an implicit request for the respondent to interpret the overt actions of other people in one single unqualified response. The respondent may or may not be accurately perceiving the situation. Even more open to limitations are items which begin "Do you think there would be...?" This kind of item is asking the respondent to either extrapolate from other situations (which may or may not be appropriate) or to interpret mood, attitudes, personality and other such subjective dimensions. A crucial factor, then, is who fills out the questionnaire. It may be a response that

reflects an individual's feelings with little relationship to the broad picture.

Such considerations are especially important in reviewing the results of the questionnaires sent to superintendents and to institutions of higher learning. The large number of returns and high rate of return of the Superintendent's Questionnaire lend credibility to the results. A great deal of uncertainty was expressed on items of a subjective nature. On the Questionnaire for Institutions of Higher Learning, which had a smaller number and slightly smaller rate of return, there were more objective items, but item 4, Part I, is of that nature ("If there is interest, do you think your administration would encourage the development of an ABE training program?"). In this instance, there was no category for "uncertain", so responses were more positive with about 18% choosing not to respond.

In summary, the instruments devised in FY 1973 for needs assessment in ABE staff development in Minnesota had limitations. More sophisticated instruments should be devised for future needs assessment.

CONCLUSIONS

Results of the questionnaires revealed the following highlights:

1. There were indications that a large number of people (up to 40,000 in one region) could benefit from an ABE program. A considerable number are presently benefiting from existing programs. Existing programs indicated much support from the community, Board of Education, and staff while those school systems without ABE programs showed uncertainty in obtaining such support.

2. ABE is a relatively new program with few personnel having more than seven years experience in ABE.

3. There is a need for additional training of ABE personnel. Representatives of institutions of higher learning, and ABE administrators as well as ABE non-administrative personnel agreed that:

   a. Training could and should be done locally;

   b. Institutions of higher learning should undertake training of ABE personnel;

c. Institutions of higher learning and local ABE personnel could cooperate in pre-service and in-service training; and

d. ABE staff members should be given college credit for in-service training.

4. There was limited support for the granting of college credit for on-the-job experience.

5. There was a difference regarding the need for certification of ABE staff members. Non-administrative ABE staff members favored certification (60.0% vs. 37.4%), while the administrators opposed certification of ABE staff members (22.2% in favor vs. 72.2% against). Four out of the six institutions of higher learning with ABE training programs opposed certification of ABE staff.

6. Institutions of higher learning indicated a desire to cooperate with each other in training ABE personnel.

APPENDIX A

Letters Sent With the Questionnaires:

Letter to ABE Administrators
Letter to Institutions of Higher Learning, Superintendents, and Non-Administrative Staff

Mankato State College
Mankato, Minnesota 56001

HOOL OF EDUCATION/CENTER FOR CURRICULUM & LEARNING STRATEGIES/SPECIAL EDUCATION/(507)389-1124

February 23, 1973

Dear

Minnesota is one of six states involved in the United States Office of Education (U.S.O.E.) Region V Adult Basic Education (ABE) Staff Development Project. Mankato State College is participating in our state's ABE staff development needs assessment program in order to discover what kinds of pre-service and in-service programs might be developed for ABE staff. For your information, ABE is intended for those who have basic skills which are below eighth grade level, are sixteen (16) years of age or older and not currently enrolled in a school offering elementary and/or secondary education.

We have devised needs assessment questionnaires and are mailing them to all public school superintendents, ABE directors/coordinators, teachers, and other personnel as well as the academic deans of junior colleges, colleges and universities, and directors of area vocational-technical schools in Minnesota. Your questionnaire is enclosed. Please complete it and return it to me before March 7, 1973 in the enclosed, self-addressed envelope. Also enclosed are additional questionnaire copies for your non-administrative staff. Please distribute them to your staff and request that they be completed and returned to you for mailing to me. If you would like to receive the results of the survey, please check the appropriate space on the questionnaire. A report will then be mailed to you.

Sincerely,

Antusa S. Bryant
Professor of Special Education
Chairman, ABE STaff Development
Needs Assessment Committee

Encs.

Mankato State College
Mankato, Minnesota 56001

SCHOOL OF EDUCATION/CENTER FOR CURRICULUM & LEARNING STRATEGIES/SPECIAL EDUCATION/(507)389-1124

February 23, 1973

Dear Educator:

Minnesota is one of six states involved in the United States Office of Education (U.S.O.E.) Region V Adult Basic Education (ABE) Staff Development Project. Mankato State College is participating in our state's ABE staff development needs assessment program in order to discover what kinds of pre-service and in-service programs might be developed for ABE staff. For your information, ABE is intended for those who have basic skills which are below eighth grade level, are sixteen (16) years of age or older and not currently enrolled in a school offering elementary and/or secondary education.

We have devised needs assessment questionnaires and are mailing them to all public school superintendents, ABE directors/coordinators, teachers, and other personnel as well as the academic deans of junior colleges, colleges and universities, and directors of area vocational-technical schools in Minnesota. Your questionnaire is enclosed. Please complete it and return it to me before March 7, 1973, in the enclosed, self-addressed envelope. If you would like to receive the results of the survey, please check the appropriate space on the questionnaire. A report will then be mailed to you.

Sincerely,

Antusa S. Bryant
Professor of Special Education
Chairman, ABE Staff Development
Needs Assessment Committee

Encs.

APPENDIX B

Four Sets of Questionnaires:

Superintendent's Questionnaire Regarding ABE Program

Questionnaire for ABE Administrators

Questionnaire for ABE Non-Administrative Staff

Questionnaire for Institutions of Higher Learning

SUPERINTENDENT'S QUESTIONNAIRE REGARDING ABE PROGRAM

Name of Person Completing Questionnaire_____

Position or Title_____School System_____

Phone Number _____

Please check here if you would like to receive questionnaire results._____

Directions: Please respond to the following items so as to best represent your feelings as superintendent.

1. Are there people in your community who would benefit from an ABE program? (Please encircle response.)

   Yes No Not Sure

2. If yes, please estimate the potential number of ABE students in your district.

   _____

3. Have any members of your staff expressed an interest or concern about establishing ABE classes?

   Yes No Not Sure

4. Do you presently have any members of your staff trained and/or experienced in ABE?

   Yes No Not Sure

5. Do you feel that there would be active community support for an ABE program?

   Yes No Not Sure

6. Do you feel that there would be Board of Education support for an ABE program?

   Yes No Not Sure

7. Do you feel that there would be support from your present staff for an ABE program?

   Yes No Not Sure

8. If you do not now have ABE classes in your district, would you consider establishing an ABE program?

   Yes No Not Sure

9. Please indicate any additional comments or questions. (Feel free to use the reverse side if needed.)

Please return the completed questionnaire to: Antusa S. Bryant, Professor of Special Education; Chairman, ABE Staff Development, Needs Assessment Committee, Mankato State College, Mankato, Minnesota, 56001.

QUESTIONNAIRE FOR ABE ADMINISTRATORS

Name of person completing questionnaire _____
(Please print)

Position or title _____ Phone number _____

School system _____

Please check here if you would like to receive questionnaire results. _____

Directions: Please respond to each of the following items in a way which best reflects your feelings.

1. How long has your ABE program been in existence? _____

2. How many students are presently enrolled in your program? _____

3. How many staff members are presently employed in your program?

Administrators _____ Teachers: Full time _____ Aides: Full time _____
Part time _____ Part time _____

Counselors: Full time _____
Part time _____ Others _____

Please encircle the appropriate responses in items 4-7.

4. Do you feel that you have community support for your program?

Yes No Not Sure

5. Do you feel that you have Board of Education support?

Yes No Not Sure

6. Do you feel that you have present staff support?

Yes No Not Sure

7. Do you see the need for more staff development including in-service training?

Yes No Not Sure

8. How did you select your staff? (Check appropriate responses.)

( ) Specialized training?
( ) Staff interest?
( ) Based on highest degree held?
( ) Based on ABE training?
( ) Ability to relate to the students?
( ) Other: Please specify _____

9. Is there a need for more professional staff in your program?

Yes No Not Sure

10. What is the highest level of education you have attained? _____

11. What type of certification do you hold? _____

12. How many years have you been a member of an ABE staff? _____

13. What has/have been your activity (ies) in an ABE program? (Please encircle.)

Instruction Administration Aiding/Assisting Counseling Other

Questionnaire for ABE Administrators cont.

Please encircle the appropriate responses for 14-21.

14. Have you had training specifically related to ABE:

In-Service?	Yes	No
College courses?	Yes	No

15. Do you see the need to develop additional in-service training for the staff to which you belong? Yes No

16. Do you think that training ABE personnel could and should be done locally? Yes No

17. Do you think that institutions of higher learning should undertake the training of ABE staff? Yes No

18. Do you think that institutions of higher learning and local personnel can and should cooperate in pre-service and in-service training of ABE staff? Yes No

19. Do you think all ABE staff members should be certificated? Yes No

20. Do you think that ABE staff members should be given college credit for in-service training? Yes No

21. Do you think that ABE staff members should be given college credit for on-the-job experience? Yes No

Please feel free to make any additional comments. (Use reverse side, if necessary.)

RATING CHART FOR ABE STAFF

Below is a partial listing of skills that may be needed by staff of ABE programs.

On this sheet, record your rating for the need for each competency in the appropriate space according to the following scale.*

5 = Very important, critical, or essential
4 = Above average importance
3 = Average importance
2 = Below average importance
1 = Unimportant, inappropriate, or irrelevant

COMPETENCY	RATING (1-5)	COMPETENCY	RATING (1-5)
A. Recruitment techniques		M. Programmed instruction	
B. Retention techniques		N. Use of teacher-made tests	
C. Greater understanding of life styles		O. How to set up a learning lab	
D. Testing procedures (pre-post-progress)		P. Procedures in a learning lab	
E. Prescription and placement		Q. Inter-personal dynamics	
F. Development of teacher-made materials		R. Group dynamics	
G. Selection of published adult basic educational materials and equipment		S. Intervieving techniques	
H. English-as-a-Second-Language teaching skills		T. Communication skills	
I. Effective counseling techniques		U. Teaching techniques	
J. Use of audio-visual equipment		Others	
K. Effective record keeping techniques			
L. Teaching reading to adults		(Use reverse side if necessary.)	

*The items in the above scale were adapted from a report entitled "Regional Approach for Improvement of Adult Basic Education Staff Development," published October, 1972, by the School Management Institute, Inc., 6800 N. High St., Worthington, Ohio, 43085.

QUESTIONNAIRE FOR ABE NON-ADMINISTRATIVE STAFF

Name _____

School District or Organization _____

Position _____

Please check here if you would like to receive questionnaire results. _____

DIRECTIONS: Please respond to the following items in the way which best reflects your feelings.

1. What is the highest level of education you have attained? _____

2. What type of certification do you hold? _____

3. How many years have you been a member of an ABE staff? _____

4. What has/have been your activity (ies) in an ABE program? (please encircle.)

   Instruction Administration Aiding/assisting Counseling Other _____

Please encircle the appropriate responses for items 5-12.

5. Have you had training specifically related to ABE:

   In-Service? Yes No

   College Courses Yes No

6. Do you see the need to develop additional in-service training for the staff to which you belong? Yes No

7. Do you think that training ABE personnel could and should be done locally? Yes No

8. Do you think that institutions of higher learning should undertake the training of ABE staff? Yes No

9. Do you think that institutions of higher learning and local personnel can and should cooperate in pre-service and in-service training of staff? Yes No

10. Do you think all ABE staff members should be certificated? Yes No

11. Do you think that ABE staff members should be given college credit for in-service training? Yes No

12. Do you think that ABE staff members should be given college credit for on-the-job experience? Yes No

Please feel free to make any additional comments. (Use reverse side if necessary.)

After completing this questionnaire, please return it to your ABE administrator for mailing to: Antusa S. Bryant, Professor of Special Education; Chairman, ABE Staff Development Needs Assessment Committee, Mankato State College, Mankato, Minn. 56001.

RATING CHART FOR ABE STAFF

Below is a partial listing of skills that may be needed by staff of ABE programs.

On this sheet, record your rating for the need for each competency in the appropriate space according to the following scale.*

5 = Very important, critical, or essential
4 = Above average importance
3 = Average importance
2 = Below average importance
1 = Unimportant, inappropriate, or irrelevant

COMPETENCY	RATING (1-5)	COMPETENCY	RATING (1-5)
A. Recruitment techniques		M. Programmed instruction	
B. Retention techniques		N. Use of teacher-made tests	
C. Greater understanding of life styles		O. How to set up a learning lab	
D. Testing procedures (pre-post-progress)		P. Procedures in a learning lab	
E. Prescription and placement		Q. Inter-personal dynamics	
F. Development of teacher-made materials		R. Group dynamics	
G. Selection of published adult basic educational materials and equipment		S. Interviewing techniques	
H. English-as-a-Second Language teaching skills		T. Communication skills	
I. Effective counseling techniques		U. Teaching techniques	
J. Use of audio-visual equipment		Others	
K. Effective record keeping techniques			
L. Teaching reading to adults		(Use reverse side if necessary.)	

* The items in the above scale were adapted from a report entitled "Regional Approach for Improvement of Adult Basic Education STaff Development," published October, 1972, by the School Management Institute, Inc., 6800 N. High St. Worthington, Ohio, 43085

QUESTIONNAIRE FOR INSTITUTIONS OF HIGHER LEARNING

Name of Institutions _____

Name of person completing this questionnaire _____
(please print)

Position or Title _____.

Phone Number _____

Please check here if you would like to receive questionnaire results. _____

DIRECTIONS: For those without an ABE Training Program, please respond to items 1-5 of Section B.

For those with an ABE Training Program, please send us your ABE Training Program brochures and respond to items 1-12 of Section B.

Please encircle the appropriate responses in items 1-5

1. Do you offer a master's degree in education? Yes No

2. Has there been any student inquiry or interest in an ABE training program? Yes No

3. Has there been any staff inquiry or interest by college staff members in an ABE training program ? Yes No

4. If there is interest, do you think your administration would encourage the development of an ABE training program? Yes No

5. Would you be interested in developing a cooperative training program for ABE staff (administrators, counselors, teachers, aides) with other institutions of higher learning? Yes No

If your answer is yes, please suggest procedures regarding planning, initiation, administration.

Additional comments: (Feel free to use reverse side of this sheet if needed.)

Please return the completed questionnaire to: Antusa S. Bryant, Professor of Special Education: Chairman, ABE STaff Development, Needs Assessment Committee, Mankato State College, Mankato, Minnesota 56001.

1. What department, division, or center is offering the ABE training programs?

_____

2. When did the program originate? _____

3. How many students have completed your ABE pre-service courses and/or workshops? _____

Please encircle the appropriate responses in items 4-11.

4. Do you think that institutions of higher learning should undertake the training of ABE staff (administrators, counselors, teachers, aides)? Yes No

5. Do you think that training of ABE staff could and should be done through in-service by local ABE programs? Yes No

6. Do you think that institutions of higher learning and local ABE personnel can and should cooperate in pre-service and in-service training of staff? Yes No

7. Do you think that all ABE staff should be certificated? Yes No

8. Do you think that ABE staff should be given college credit for on-the-job experience? Yes No

9. Do you think that ABE staff should be given college credit for in-service training? Yes No

10. Do you presently have a degree program leading to teacher certification? Yes No

11. Would you be interested in developing a cooperative training program for ABE personnel with other institutions of higher learning? Yes No

12. Additional comments: (Feel free to use reverse side of this sheet if needed.)

(Please enclose your ABE Training Program brochure with questionnaire.)

APPENDIX C I-IV

Detailed Summaries of Questionnaire Results

C-I Superintendents

C-II ABE Administrators

C-III ABE Non-Administrative Staff

C-IV Institutions of Higher Learning

APPENDIX C-I

SUPERINTENDENT'S QUESTIONNAIRE REGARDING ABE PROGRAM

	Responses In Percentages *		
	YES	NO	NOT SURE
Are there people in your community who would benefit from an ABE program?	59.7	3.0	34.0
If yes, please estimate the potential number of ABE students in your district?	Range from 3 - 40,000		
Have any members of your staff expressed an interest or concern about establishing ABE classes?	22.0	62.4	10.0
Do you presently have any members of your staff trained and/or experienced in ABE?	16.4	61.8	17.9
Do you feel that there would be active community support for an ABE program?	23.4	17.0	55.5
Do you feel that there would be Board of Education support for an ABE program?	42.4	10.7	43.0
Do you feel that there would be support from your present staff for an ABE program?	47.5	10.7	37.6
If you do not now have ABE classes in your district, would you consider establishing an ABE program?	36.1	8.7	43.9

* Total responses may not equal 100% for a given item as not all respondents answered all items.

Comments Obtained From:
SUPERINTENDENT'S QUESTIONNAIRE REGARDING ABE PROGRAM

"Due to small number of projected participants the program does not present itself with any priority."

"There has been no basic request from teachers or adults for Basic Adult Education."

"My reservations are based on the problem of financial assistances available."

"Yes--for 5 through 8 if need is there."

"We have people who have not completed their H. S. training for a diploma and are uneasy about GED. I would see need here; also, I would like to know more about ABE."

"Now, as indicated, we are offering sessions in many areas. Interest is limited."

"We have never offered much in the line of Basic Skill in Adult Education so I am at a disadvantage in filling out the questionnaire."

"I am not too familiar with this program. Please send me all available information."

"Classes would be established if a demand existed."

"I'm not acquainted with the problem and its basic concept."

"We have been operating ABE for 5 years. We have sufficient well-trained staff to handle any forseen need."

"We are operating an ABE program using OEA funds."

"Our community is so small that I don't think we would have enough interest or need to warrant a class. I have been here for two years and have not heard anyone mention this need. There is a good chance that some of our people are being served by Grand Forks, N.D. and East Grand Forks, Minn. without mentioning it to us."

"At present we offer classes to adults through our evening Community Adult Ed. program which includes classes for Equivalency Certificates, refresher in math, English, art, Ind. Arts, etc. We would not need an ABE program here such as you offer."

"We have many adults in our community who would test well below 8th grade in basic skills. I would welcome a way to provide education for these people."

"With the present financial situation in our school district, unless this were funded in some way, I feel we have other programs we should initiate first."

SUPERINTENDENT'S QUESTIONNAIRE

"We have made an effort to help by encouragement to go for the High School Equivalency Certificate, and in the past 3 years have been successful with over 50 people. The less than 8th grade educated are very difficult to inspire. They lack confidence."

"We have students in Special Education, Day Activity, Sheltered Workshop, TMR in Brainerd."

"Unless this program would be underwritten 100% we would not be interested."

"Educational innovations are slow to materialize. General community attitude is somewhat negative toward education and the educational needs of the community."

"I am sure we have many who could benefit from such a program, but I question very much the number who would really be interested in this program."

"Our staff had offered their services without charge, three years ago, but the community did not respond. I suppose that if this were done today, we would receive better support."

"I guess I'd be honest if I said that we have too many unsolved problems with curriculum and facilities now. Our administration is too busy at this point to take on new dimensions."

"So many questions to be answered about this program. We do have a good adult education program that could help these people. What would be the cost involvement, and etc."

"We have had an adult basic education program at the Redwood Vocational Center for the past two years."

"Would need more information before we could give support for a program."

"We have had a successful ABE program here for the past two years. Now serving approximately 16 people. Employ 2½ teachers. Questions above do not apply, it seems."

"Other communities near us have programs so we refer them to those schools that have it. I don't feel that we would ever get more than 5 people from the school district in any one class so it might not be possible financially to hold the class."

"This hits me cold and I feel I need to know more about it. There has been no interest in such a program but, perhaps I'll need to be the individual who would indicate if such should be explored locally."

"At present we have adult classes (offered as requested) in carpentry, welding, typing, and homemaking. At this point, it seems that we are adequately meeting community interests and needs. People who desire to obtain Equivalency Certificates go the GED tests route."

"Five or six years ago, a survey was taken as to the number of persons below the 8th grade skills. As I recall only 8 persons answered the questionnaire."

SUPERINTENDENT'S QUESTIONNAIRE

"We have had adult basic education classes in our schools sponsored by federal and state supported agencies located in Duluth. We also teach a GED preparation class through our evening classes."

"What is ABE? Not clear!"

"Our Community Education Coordinator will soon be conducting a survey of our community. If we find a strong indication of need for ABE, we will pursue it."

"We have been absorbing these handicapped people in our community, but nothing is being done to overcome their basic problems."

"We did offer a basic education course through the OEO a few years ago and did have quite a bit of interest. I am sure we have quite a few people who could benefit from the program, but I don't really know how many would. The school board support would depend upon the cost and if the local budget could handle the strain."

"I answered above without checking on Board and teachers. We do have adult classes and some teachers interested."

"We have been teaching the class for passing the high school equivalency test. This has gone over well until this year."

"About twice a year we have been running a GED refresher class. Class size has been about 15. The people who could benefit in this program are quite difficult to interest and get going in a program."

"Pelican Rapids has, for the past three years, conducted ABE classes."

"Descriptive material should be sent to the School Board Members."

"Answer would depend on our funds available."

"Additional information on cost would be appreciated."

"In 1967, a survey in Brainerd and surrounding areas indicated approximately 4700 students. We have involved some 400 in the program as of November 1972."

"I would need to conduct some type of survey to accurately answer this question."

"We received approval for a program a year ago, but were unable to reach the people who needed it."

"We have attempted to establish Adult Classes but have had little success due to lack of interest in registration ."

"The Redwood Vocational School was going to do about the same thing. A survey was taken of the 5 school districts which belong to the Center. At that time they could not get enough people interested in having a class."

"Need for program difficult to ascertain. I'm sure that if well established we'd have interest. As to number, this we cannot say, for we have no way of

predicting the number of people that would come. Would appreciate more information about the program."

"We do offer GED refresher. There has been absolutely no request of any kind, to my knowledge, for the ABE-type program. We get one or two referrals per year from Welfare, asking for private tutoring primarily in communication skills. According to a map received from state department, there may be as many as 5,376 adults who are potential ABE candidates. If this number is correct, it seems strange to me that at least ONE would not have voiced to us a request for help. I am assuming that when an adult reaches age 25 he may have reached a functional capability, and not seek this help."

"We are not at all sure we have any candidates for this program."

"Two years ago we called a meeting for all those in our school district who had not graduated from high school, but who would be interested in doing something about it. Of those who responded none were interested in the basic skills program only or the equivalency program. They wanted the H.S. diploma. We did a follow up on this program. I don't believe there is sufficient interest in the basic skills program at this time."

"We have had an ABE program since 1967. During that time we have had quite a number of people who have benefited from the classes. Several have gone on through our GED courses and have acquired a high school equivalency certificate. We have found it difficult to interest local folks in the ABE program. We have had the cooperation of local agencies, as: Welfare, Community Action, Minnesota Manpower Services and local people."

"We have a need for these types of programs but our boards are getting concerned about starting programs and dropping them because of no funding."

"Last year I attempted to determine what interest for this program existed in the community. I found little interest, although other approaches may prove more fruitful. We have a few young adults working towards their high school diplomas."

"We must look first to our school children and provide a good education for them. In this time of budget pressures we must provide for the essential first."

"We don't offer it every year--only on need-call basis."

"We don't have the educational deficiency problem found in the rural areas."

"This is a good program--particularly for those students who are not reading at 9th grade level. There are certain problems involved--particularly in preparing students for a GED test."

"For this district, your questionnaire implies need which in my opinion is questionable. I believe my board would respond to a defined need providing costs were sensible for a district of this size."

"Sounds like something we could use--sometimes the most difficult to sell.

"The program must be at no cost to district."

SUPERINTENDENT'S QUESTIONNAIRE

"Much depends upon the Board's attitude and budget. We have looked into ABE and conducted an extensive survey to determine need. Much need--no money even with the state picking up 75% of costs."

"Excellent Questionnaire!"

"We are in the process of establishing an ABE program."

"At the present time I have just completed arranging a GED program for this area for ten individuals. About half of them come to class on a continuous basis. After a comprehensive survey of the community this spring, I would be able to give you a better idea of how many people in the Monticello area would actively be interested in such a program."

"We now offer GED courses. I have been personally involved in GED programs for at least 15 years. Is this a duplication of the GED program?"

"We are currently working on setting up a GED tutoring center. Staff, board and administration would endorse it, I believe, if it were state or federally funded. Hard to endorse this kind of program if supported by local funds when you have just cut staff for financial reasons."

"I do not know enough about the program to make a positive statement at this time."

"Could these classes include North Dakota residents?"

"We now have an ABE class in progress and are striving for ways to increase the enrollment."

"I think that a centralized approach to this would be needed. Perhaps one school district serving four or five districts."

"Have a class--limited participation."

"I am sure there are people in any community who are potential ABE students. How old would they be and still be interested? What precise criteria should be used for determining who would be considered? (as potential number of ABE students in district) Some may have a <u>need</u> for ABE but be totally uninterested. To be of value your study it seems to me, would have to be more <u>specific</u> than this one."

"I don't feel our Board, faculty or administration feel this is a high priority at this time."

"The question of ABE has never been brought up in this district. I do not know of anyone personally you might fit into an ABE category. However, that is not to say that there are not such people in the district. We do not have an appreciable transient or Chicano population now. However, with the building of a beet plant, we could have."

"The students involved probably would not take advantage of an ABE program."

"I feel that our ABE program is excellent in all respects."

SUPERINTENDENT'S QUESTIONNAIRE

"I can't give definite answers as I don't know enough particulars about the program, and finance would be a problem which was not discussed here."

"Our community has a high degree of educational attainment so our guess is that there is not much need for ABE. We have offered a High School Credit program for adults. This year we have no candidates. Some of our neighboring school districts have ABE. It might be well to centralize one course at Inver Hills Junior College."

"We now have a limited adult education program."

"We have a program planned but to date we have not been able to attract any students."

"Our entire district is tied up in litigation, as we are still 'Unorganized Territory'. Therefore, it is very difficult to plan any program we do not already have."

"We could not afford a Community School Director because of our financial plight. Yet, I feel the need is there."

"I would like to establish an ABE program. However, we have had a problem identifying these persons and getting them to participate."

"There are definitely people who would benefit from an ABE program, but our biggest problem is to get them to enroll. This has been our major obstacle in the past and unless we find a method of interesting them, will continue in the future."

"Before establishing an ABE program would need to know 'need' and 'interest'. O.E.O. has been working on this for about 3 years and has had a number of our people involved in the GED program. We do have a comparatively extensive adult education program."

APPENDIX C-II

QUESTIONNAIRE FOR ABE ADMINISTRATORS

Following are responses from 18 administrators of ABE programs.

1. How long has your program been in existence?
   0-5 years - 13
   More than 5 years - 4

2. How many students are presently enrolled in your program?
   50 or fewer - 12
   51-100 students - 4
   More than 100 students - 2

3. How many staff members are presently employed in your program? (Responses were totaled for each level.)

   Administrators 14.3
   Teachers full time..... 9
   Teachers part time.....108
   Aides full time..... 7
   Aides part time..... 44
   Counselors full time..... 2
   Counselors part time..... 19
   Other..... 5

	YES	NO	NOT SURE
	(in percentages)		
4. Do you feel that you have community support for your program?	88.9	0	11.1
5. Do you feel that you have Board of Education support?	100.0	0	0
6. Do you feel that you have present staff support?	100.0	0	0
7. Do you see the need for more staff development including in-service training?	83.3	11.1	5.6

8. How did you select your staff? (number of responses)

Specialized training	9
Staff interest	11
Based on highest degree held	0
Based on ABE training	3
Ability to relate to students	12

9. Is there a need for more professional staff in your program?
   Yes - 22.2% No - 72.2% Not Sure - 5.6%

10. What is the highest level of education you have attained?
    Ph.D. 5.6% M.A. 66.7% Specialist 5.6% B.A. 16.7%

11. What type of certification do you hold? (number of responses)
    Life - 3 Counselor - 4 Teacher - 5 Elem. Principal - 1
    Sec. Principal - 1 Other - 5 None - 2

12. How many years have you been a member of an ABE staff?

1-2 years - 8 3-4 years - 2 5-7 years - 5

(None indicated more than 7 years as an ABE staff member.)

13. What has/have been your activity (ies) in an ABE program? (Number of responses)

Instruction	2
Administration	17
Aiding/Assisting	1
Counseling	4
Other	2

	YES	NO
	(in percentages)	
14. Have you had training specifically related to ABE:		
In-Service?	61.1	33.3
College courses?	38.9	38.9
15. Do you see the need to develop additional in-service training for the staff to which you belong?	83.3	11.1
16. Do you think that training ABE personnel could and should be done locally?	66.7	22.2
17. Do you think that institutions of higher learning should undertake the training of ABE staff?	61.1	33.3
18. Do you think that institutions of higher learning and local personnel can and should cooperate in pre-service and in-service training of staff?	94.4	0
19. Do you think all ABE staff members should be certificated?	22.2	72.2
20. Do you think that ABE staff members should be given college credit for in-service training?	77.8	11.1
21. Do you think that ABE staff members should be given college credit for on-the-job experience?	50.0	38.9

NOTE: Total responses may not equal 100% for a given item as not all respondents answered all items.

Administrators were asked to rate the list of competencies according to the following 5 point scale:

5 = Very important, critical, or essential
4 = Above average importance
3 = Average importance
2 = Below average importance
1 = Unimportant, inappropriate, or irrelevant

Following are the results in percentages:

COMPETENCY	RATING				
	1	2	3	4	5
A. Recruitment techniques			5.6		83.3
B. Retention techniques				16.7	72.2
C. Greater understanding of life styles		5.6	22.2	38.9	22.2
D. Testing procedures (pre-post-progress)			38.9	33.3	11.1
E. Prescription and placement			33.3	38.9	16.7
F. Development of teacher-made materials		11.1	11.1	50.0	16.7
G. Selection of published adult basic education materials and equipment			22.2	50.0	16.7
H. English-as-a-Second-Language teaching skills	5.6	5.6	27.8	27.8	22.2
I. Effective counseling techniques		5.6	22.2	44.4	16.7
J. Use of audio-visual equipment		5.6	38.9	38.9	5.5
K. Effective record keeping techniques		16.7	22.2	44.4	5.5
L. Teaching reading to adults				16.7	72.2
M. Programmed instruction		5.6	44.4	11.1	27.8
N. Use of teacher-made tests	11.1	11.1	38.9	22.2	5.6
O. How to set up a learning lab		5.6	44.4	27.8	11.1
P. Procedures in a learning lab			44.4	27.8	11.1
Q. Inter-personal dynamics			27.8	44.4	16.7
R. Group dynamics	5.6		33.3	27.8	22.2
S. Interviewing techniques		5.6	27.8	38.9	16.7
T. Communication skills			11.1	38.9	38.9
U. Teaching techniques				22.2	66.7

NOTE: Total responses may not equal 100% for a given item as not all respondents answered all items.

Comments Obtained From

QUESTIONNAIRE FOR ABE ADMINISTRATORS

"As a typical middle class, nearly all white, suburban community, we have not been able to locate and attract ABE students. We presently are conducting a very successful GED and H.S. Diploma program which has an outstanding staff of teachers and counselors. Any help in locating and enrolling ABE students would be greatly appreciated."

"Professional staff should be certificated, not paraprofessionals."

"College credit could be given but it depends up how it is set up, who conducts it, etc. It depends on whether it is coupled with in-service and some college credits in ABE (on-the-job experience)."

"Local in-service training would be fine if we can get some help from college and university personnel."

"Training ABE personnel should be a combination of both local and other staff, College credit could be given for on-the-job experience up to a point by giving so many credits for internship."

APPENDIX C-III

QUESTIONNAIRE FOR NON-ADMINISTRATIVE STAFF

Number of Respondents = 139

			NO.
1.	What is the highest level of education you have attained?	Specialist	1
		M.A.	42
		B.S.	87
		3 yr. college	2
		12 mos. vocat.	5
		6 mos. vocat.	1
2.	Type of certification held?	Counselor	11
		Teacher	87
		Elem. Principal	1
		Life	21
		5 year	1
		Aide II	1
		None	7
		Other	4
3.	Years as ABE staff member	2 yrs. or less	56
		3-4 years	33
		5-7 years	38
		More than 7 yrs.	5

		(PERCENT OF RESPONSES)	
		YES	NO
4.	Have you had training specifically related to ABE:		
	In-service?	51.1	48.2
	College courses	44.6	52.5
5.	Do you see the need to develop additional in-service training for the staff to which you belong?	82.7	17.3
6.	Do you think that training ABE personnel could and should be done locally?	85.6	10.1
7.	Do you think that institutions of higher learning should undertake the training of ABE staff?	61.2	35.3
8.	Do you think that institutions of higher learning and local personnel can and should cooperate in pre-service and in-service training of staff?	92.8	2.9
9.	Do you think all ABE staff members should be certificated?	60.0	37.4
10.	Do you think that ABE staff members should be given college credit for in-service training?	84.9	12.2
11.	Do you think that ABE staff members should be given college credit for on-the-job experience?	61.2	34.5

NOTE: Total responses may not equal 139 or 100% for a given item as not all respondents answered all items.

Non-administrative staff members were asked to rate skills listed below on the following five point scale:

5 = Very important, critical, or essential
4 = Above average importance
3 = Average importance
2 = Below average importance
1 = Unimportant, inappropriate, or irrelevant

COMPETENCY	RATING BY PERCENTAGE				
	1	2	3	4	5
A. Recruitment techniques	6.5	3.6	16.5	19.4	51.2
B. Retention techniques	.7	2.9	4.3	21.7	66.2
C. Greater understanding of life styles	1.4	2.9	28.1	28.8	35.3
D. Testing procedures (pre-post-progress)	0	5.0	45.3	24.5	20.9
E. Prescription and placement	.7	6.5	24.5	34.5	30.2
F. Development of teacher-made materials	0	6.5	35.3	35.3	19.4
G. Selection of published adult basic education materials and equipment	0	2.9	18.0	38.8	36.7
H. English-as-a-Second-Language teaching skills	2.2	5.6	25.2	35.3	26.6
I. Effective counseling techniques	1.4	5.0	18.7	31.7	39.6
J. Use of audio-visual equipment	2.2	13.7	44.6	25.9	9.4
K. Effective record keeping techniques	4.3	10.1	44.6	24.5	11.5
L. Teaching reading to adults	0	.7	.7	26.6	68.3
M. Programmed instruction	.7	7.2	42.7	26.6	19.4
N. Use of teacher-made tests	2.2	20.1	44.6	20.1	6.5
O. How to set up a learning lab	3.6	10.8	40.3	28.8	8.6
P. Procedures in a learning lab	3.6	10.8	38.1	28.1	10.8
Q. Inter-personal dynamics	.7	2.2	17.3	38.1	34.5
R. Group dynamics	2.9	6.5	23.7	34.5	24.5
S. Interviewing techniques	2.9	9.4	26.6	33.1	23.7
T. Communication skills	0	.7	7.2	41.0	43.9
U. Teaching techniques	0	.7	3.6	28.8	59.7

Others - Following are topics suggested by respondents:

Demonstrations of teaching subjects, funding, motivation, psychology of teaching adults, innovative approaches, alcohol and drug dependency

NOTE: Total responses may not equal 100% for a given item as not all respondents answered all items.

Comments Obtained From:

QUESTIONNAIRE FOR ABE NON-ADMINISTRATIVE STAFF

"Experienced ABE personnel should definitely be given college credit according to years of experience. Any planning for ABE courses for credit should be done by consulting administrators and experienced teachers in ABE."

"Certainly any personnel hired to undertake instructing people in teaching of ABE should be highly qualified--not so much in college instructing as in ABE experience. Too often, because of lack of human resources in a certain field (like ABE) people are hired to instruct when they really have very little idea of what it takes to make a successful program (again like ABE) or else they have no idea how to set up a good class in training of ABE staff."

"Training of ABE staff should be done by those experienced in the field."

"ABE staff members should be given college credit for on-the-job experience, in lieu of special practicum courses, that ought to be part of special certification for ABE teachers."

"I feel very strongly about being able to get a M.A. in Adult Education."

"I would like to see certification in ABE plus an M.A. program through a college."

"ABE needs specialized training just as any other fact of education does."

""If institutions of higher learning undertake the training of ABE staff, I believe that the people responsible for the training should be people who have had experience teaching ABE or a combination of teaching and administration background. I object to attending classes where the students have more background and knowledge on the subject than the instructor."

"Teachers who have taught in the program for years have learned by practicing and doing. These teachers, in my opinion, are as professionally trained as a graduate from a college or university program."

"ABE staff members should be given college credit for on-the-job experience only if it is part of an organized program--student teaching."

"I feel strongly that teachers who have been in the ABE field for some years and who have learned a great deal from experience, and from study on their own, should have an opportunity to qualify for college credit. This experience has helped the teacher grow in her own capabilities and in her perceptions of adult education."

"I feel that many of the people working in the programs can give much that is needed in regard to in-service and program development."

"In-service training should be held on the local level with the local administrative personnel being held responsible for such training or orientation based on student's uniqueness. Instructors should possess a minimum of 2 years of additional higher education. Such people may possess unique communication skills.

Non-Administrative Staff

"Ultimately ABE staff members should be certificated but presently it is not feasible. ABE staff members could be given college credit for in-service training and on-the-job experience but there would need to be some quality control in each of these instances, and a maximum amount of credit set no matter how many hours were presented for credit on the teacher's part."

"ABE staff members could be given college credit for in-service and on-the-job experience if the training involved intensive education comparable to college instruction. Short training courses may prove beneficial for those wishing to change in academic area."

"Would like more information on what a learning lab is."

"Unsure about what is meant by learning lab."

"Teaching experience in elementary education seems to be essential when working with students in ABE."

"Elementary background seems to be an essential prerequisite to teaching the students we've had thus far."

"Programs are under local professional leadership competent in providing guidance necessary. We've had training."

"ABE training could be done locally as well as by college or state. Institutions of higher learning might undertake the training of ABE staff but a highly qualified degreed person won't always be able to work with this sort of person."

"Additional in-service training is needed if done locally. Institutions could undertake the training of ABE staff only if presented as a workshop--concise, compact. ABE staff members should be certificated with at least 1-8 reading. I can see value in exchange of materials, experience, and techniques for recruitment of students, but not a full college course."

APPENDIX C-IV

QUESTIONNAIRE FOR INSTITUTIONS OF HIGHER LEARNING

Total number of questionnaires returned - 57

51 respondents have no ABE training program so were asked to complete the following items:

	Yes	No
	(percentages)	
1. Do you offer a master's degree in education	5.9	88.2
2. Has there been any student inquiry or interest in an ABE training program?	15.7	78.4
3. Has there been any staff inquiry or interest by college staff members in an ABE training program?	23.5	70.6
4. If there is interest, do you think your administration would encourage the development of an ABE training program?	60.8	21.6
5. Would you be interested in developing a cooperative training program for ABE staff (administrators, counselors, teachers, aides) with other institutions of higher learning?	45.1	35.3

Only 6 institutions have ABE training programs. Following are questions and respective responses:

1. What department, division, or center is offering the ABE training programs?

   Special Education, Education Dept. in College of Education
   Vocational and Adult Education

2. When did the program originate?

   1963, 1969, 1972, 1973

3. How many students have completed your ABE pre-service and in-service courses and/or workshops?

   100, 40, 45

	Yes	No
	(percentages)	
4. Do you think that institutions of higher learning should undertake the training of ABE staff (administrators, counselors, teachers, aides)?	83.3	16.7
5. Do you think that training of ABE staff could and should be done through in-service by local ABE programs?	66.7	16.7
6. Do you think that institutions of higher learning and local ABE personnel can and should cooperate in pre-service and in-service training of staff?	100.0	0

7.	Do you think that all ABE staff should be certificated?	16.7	0
8.	Do you think that ABE staff should be given college credit for on-the-job experience?	50.0	50.0
9.	Do you think that ABE staff should be given college credit for in-service training?	100.0	0
10.	Do you presently have a degree program leading to teacher certification?	50.0	33.3
11.	Would you be interested in developing a cooperative training program for ABE personnel with other institutions of higher learning?	83.3	16.7

NOTE: Total responses may not equal 100% for a given item as not all respondents answered all items.

Comments Obtained from:

QUESTIONNAIRE FOR INSTITUTIONS OF HIGHER LEARNING

"Call a meeting of persons from each interested institution."

"We currently operate a joint training program with Minneapolis Public School teacher aides--this could perhaps be expanded. We have a $ 90,000 grant to train veterans whose basic skills are below GED level. The faculty for this program will provide the nucleus."

"I would like to know more about what you have in mind and how our BA level program might tie in."

"I assume the above questions refer to an ABE staff training program. We now offer special classes for non- and high school graduates to prepare them for GED tests as part of our community service program."

"Until the State Department agrees to fund junior college programs like they do public school districts, it will be difficult for us to have our own ABE program."

"I think we have the facilities. We may need a trained instructor. Our problem seems to be in the identification of those needing ABE and how to get them out so we can help them."

"We have already contacted Bemidji State College regarding some joint offerings in ABE but things are still very much in the planning stages."

"Through the local Adult Education Program in St. Peter, operated by District 508, many college staff have been involved in various adult courses either as teachers or students. I'd suggest a conference with their director, and representatives from MSC and GAC."

"Conduct workshops, seminars and conferences."

"Information session first for personnel who would be best suited to do the planning."

"We haven't had that much interest shown, and it depends on how much of whose time is involved."

"Our junior college would be happy to cooperate with any four-year school through offering initial work in the program."

"The 'yes' responses are very limited and students are immediately referred to our neighboring Area Voc-Tech. school located 1 mile away. A cooperative program would be a possibility. If a need exists the Junior College may be in a position to offer its facilities and personnel."

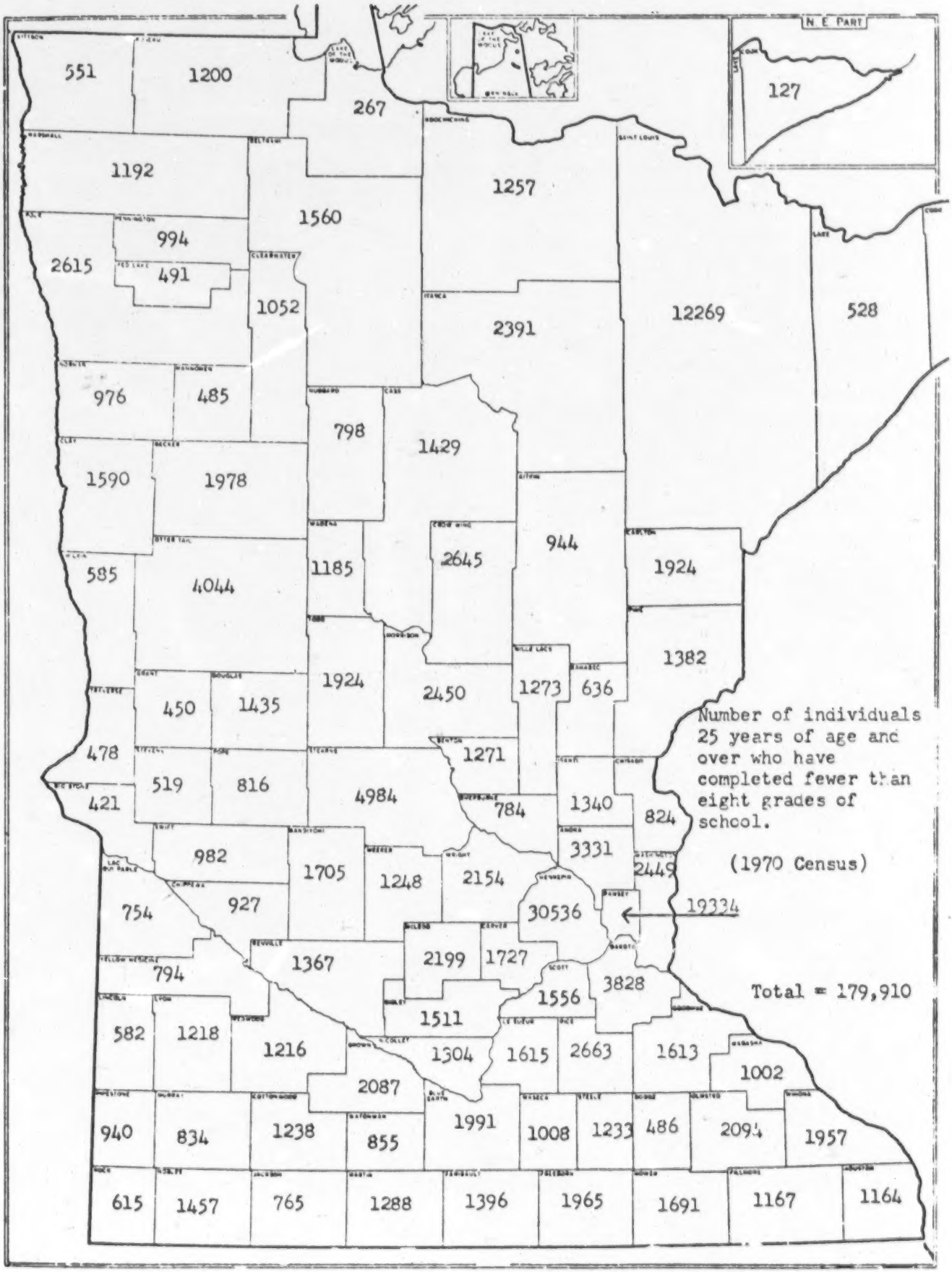
"Conduct a group session where some interaction can take place with regard to needs and interest."

"The nature of the college and its developmental program, with limitations of funds and staffing potential, tend to curtail the potential of programs of this type. The attitude toward this will undoubtedly change as the college becomes established after there is more time to assess the capacity for development."

"Our refresher program seems to fulfill a need among the interested adults in the evening school program. We offer reading improvement classes in our evening school program. Two sessions meet twice a week for ten weeks. We also offer a mathematics improvement class twice a week for six weeks. Both classes are assigned primarily to assist individuals to pass their GED tests."

APPENDIX D

Minnesota Map Showing 1970 Census Data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491
1052
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582
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1304
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2663
1613
1002
2087
940
834
1238
855
1991
1008
1233
486
2094
1957
615
1457
765
1288
1396
1965
1691
1167
1164
Number of individuals 25 years of age and over who have completed fewer than eight grades of school.
(1970 Census)
Total = 179,910